

**VOCABULARY MASTERY BY USING RUSTAN FINGER GAME AT THE
EIGHTH GRADE STUDENTS OF SMPN 8 PALOPO**



A THESIS

**Submitted to the English Language of SI Tarbiyah Department and Teacher
Training Faculty of the State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd. Degree in English Study Program**

By

**NURHUL AMALIAH BAHARUDDIN
REG. NUM. 14.16.3.0096**

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**ENGLISH EDUCATION PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2018

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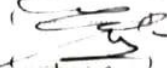




**ENGLISH EDUCATION PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2018**

THESIS APPROVAL

This thesis entitled "Vocabulary Mastery by Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo," which is written by **Nurhul Amaliah Baharuddin**, Reg. Number 14.16.3.0097, English SI Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, October 26th 2018 M**, coincided with **Safar 17th 1440 H**, it is authorized and acceptable as partial fulfillment of requirement for S Pd. degree in English language teaching


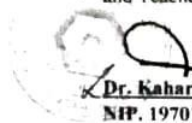
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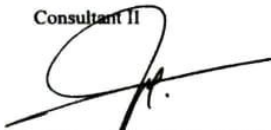
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سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

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The researcher hopes this thesis can give some values to the students and English teachers and the readers. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers in order to

make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may ALLAH SWT. bless us.
Amin.

Palopo, 06 September 2018

The researcher



Nurhul Amaliah Baharuddin

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ABSTRACT

Nurhul Amaliah Baharuddin, 2018. Vocabulary Mastery by Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) Palopo. Supervised by: (1) Rustan S, and (2) Dewi Furwana.

Key Words: *Vocabulary, Rustan Finger Game*

The problem of the statement of this research was what extent the students vocabulary mastery by using Rustan Finger Game at the eighth grade students of SMPN 8 Palopo. The objective of the research was to find out whether or not the use of Rustan Finger Game can increase the students vocabulary at the eighth grade of SMPN 8 Palopo.

This research applied quasi-experimental by using one group experimental (single pretest – posttest design). The population of this research was the eighth grade students of SMPN 8 Palopo. The number of population was 283 students. The sample were one class VIII 8 consisted of 25 students. The sampling technique in this research was total sampling. The instrument of the research was vocabulary test. The researcher gave pretest and posttest to the students.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where N = 25, df = 24. The probability value was smaller than alpha (α) $0.00 < 0.05$. It means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So the conclusion is there was a significance difference in teaching vocabulary before and after using Rustan Finger Game. There for, the researcher concluded that Rustan Finger Game can increase students` vocabulary mastery of the students at the eighth grade of SMPN 8 Palopo.

CHAPTER I

INTRODUCTION

A. Background

Students need to learn how to memorize vocabulary in the sentence and their daily life.¹ Vocabulary is a list of words with their meanings, especially one that accompanies a textbook in a foreign language.²

Vocabulary is one of the most important aspects in teaching and learning a foreign language. In addition, vocabulary is the key to enrich the knowledge of a foreign/target language. Vocabulary is an essential component in learning language because it would be impossible to learn a language without vocabulary or words mastery.³

Before conducting research, firstly the researcher started an observation at the school in 2017. She choose at SMPN 8 Palopo, on Jl. Agatis Balandai Palopo. From the observation researcher found some problems, as follows. (1) The teacher lack of use media or games, (2) the students were less interested in Learning English and, (3) they were also less vocabulary because the lack of self

¹ Marlina.” *The Effectiveness of the use pictures of Traffic Sign Terms in Teaching Vocabulary of SMP 8 Palopo* “ hesis S.I (Palopo : STAIN Palopo, 2010),p.6.

² A.S. Hornby, *the advanced learners dictionary of current English*, (5th Ed; NewYork: Oxford University Press, 1995), p.1331

³ Wilga, *Teaching Foreign Language Skill*, (Cet.II; London: University Chicago Press, 1981), p.462.

confidence. There only 25% of the students who were in high level vocabulary mastery. Therefore, the researcher decided to apply a game to increase students' vocabulary by using Rustan Finger Game.⁴

The learning method with game (learning games) in combination with a between learning by using images games and to enhance the ability of learning English vocabulary in junior high school. Learning to use the games will be very effective to describe a sense of noetic (abstract) or concepts that are often difficult to explain with words. With the game, students can formulate an understanding of a concept: the rules of principle (principle), basic elements, processes, outcomes and so on.⁵

The researcher expected that Rustan Finger Game can increase students' vocabulary. The students have high self confidence and high interest in learning english. Based on the background above the researcher need to create classrooms where English vocabulary was taught, practiced, expected and conducting research in building up students' English vocabulary mastery at the Eighth Grade Students of SMPN 8 Palopo of under the title, **"Vocabulary Mastery by Using Rustan Finger Game"**.

⁴ *Teacher and Students* SMPN 8 Palopo, (Jl. Agatis Balandai Palopo. April, 3th, 2017).

⁵ Suyatna, Agus. (2005). Learning games. Jakarta: PT. Raja Grafindo Persada.

B. Research statements

Based on the background above, the researcher formulated research question. To what extent the students vocabulary mastery increase by using Rustan Finger Game at the eighth grade students of SMPN 8 Palopo.

C. Objective of the research

Relevant to the research question above the researcher stated the specific objective this research. To find out whether or not the use of Rustan Finger Game can increase the students vocabulary at the eighth grade of SMPN 8 Palopo .

D. Significance of the research

The result would be beneficial theoretically and practically to the field of teaching. The purpose of this research was to know how to increase students mastery vocabulary by using Rustan Finger Game . In theoretical this , research was expected that the findings of the research would be container our knowledge of vocabulary activities and provide us new insights on the importance of vocabulary. In practically, this research was expected to be useful for teachers as (1) an input on the use of Rustan Finger Game in their classrooms so that the teaching and learning process will be more effective and meaningful for their students, (2) one of the references in using teaching aids in their classrooms, (3) additional knowledge on how they should manage interaction in classroom; for students the research was expected to help the students to make easier and less bored in the vocabulary learning by using Rustan Finger Game. Finally, for next researchers as one of the references in conducting researches on similar or related

topic; an input to SMPN 8 Palopo to increase students' English vocabulary especially for first year students.

E. Scope Of the Research

This research was focused on the use of Rustan Finger Game to increase students of vocabulary of the eighth grade students at SMPN 8 Palopo. By discipline, this research was under applied English Language Teaching. By an activity, the researcher employed Rustan Finger Game in teaching vocabulary. By content, this research focused on part of speech. This research focused on noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection. The vocabulary target of parts of speech material were 144 words consisting of noun 35, verb 20, adjective 14, adverb 16, preposition 11, conjunction 17, determiner 20, interjection 11.

F. Operational Definition

To avoid misunderstandings discussion error terms in this research, the researcher explained some definitions of the following terms:

1. Vocabulary : is an aspect in English learning which consist of a collection of words and phrases arranged in sequence and accompanied by the translation.
2. Rustan Finger Game : a game competition to exercise the students' memory on vocabulary mastery vocabulary with using the eight parts of speech of English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There were few researchers who have conducted some research aimed at improving students' vocabulary, speaking, and tenses skills, among of them are:

Khosiah (2014) The aims of study is to measure impacts of finger puppets in teaching English vocabulary of the seventh grade students at SMP Muhammadiyah Palangka Raya. The population and sample, the population of the study was of study were all of the seventh year students of SMP Muhammadiyah Palangka Raya. The number of population were 124 students. From the populations, it was taken two classes as sample of the study by applying cluster sampling. They were VII-2 and VII-4 class. The numbers of the sample were 60 students. The result of the research using finger puppets in teaching vocabulary was effective. Then, it was consulted with $t_{table} (t_t) =$ which db or df = $(N_1 + N_2) - 2$ is $(30 + 30) - 2$. Significant level 5% was $t_{table} (t_t) = 2.00$ and significant level 1% was $t_{table} (t_t) = 2.65$. So, $2.00 < 7.291 > 2.65$. So, t_o was higher than t_{table} . So, it could be concluded that was H_a was accepted and H_o was rejected.⁶

The different between Khosiah's research and this research is in the research focus, Khosiah focus in seventh grade students and this research focuses

⁶ Yani Khosiah, "The Effect Finger Puppets in Teaching English Vocabulary the Seventh grade Students of SMP Muhammadiyah Palangka Raya

on eighth grade students. The similarity research is used of finger technique in teaching English vocabulary.

Indriani (2014) The purposes of the study to know whether there is significant different score of the students before and after being using finger puppets as media. The population of this study was all the first grade students of MTS Sultan Agung Jabalsari Tulungagung. The sample was students of VII A class of MTS Sultan Agung Jabalsari Tulungagung consisted of 20 students. Based on the result above, alternative hyphotesis (Ha) states that there was significant difference score of student's speaking achievement by using finger x puppets was accepted, while the null hyphotesis (Ho) states that there was no significant different score of student's speaking achievement was rejected. Finally, it can concluded that finger puppets is effective media in teaching English speaking to junior high school, especially for first grade students of MTS Sultan Agung Jabalsari Tulungagung.

The different between Indriani and this research is in the research focus. Indriani focus in speaking achievement. And this research focuses on vocabulary mastery. The similarity research is used of finger technique.⁷

Sudirman. The objective of the research aims to investigate the implementation of Smart fingers technique in improving students tenses mastery at 1 semester students of English department of Mathla'ul Anwar University,

⁷ Dwi Ratna Indriani, “ *The Effectiveness of Using Finger Puppets towards the First grade students' Speaking achievement at Mts Sultan Agung Jabalsari Tulungagung* ”

Banten. The population and sample the research was conducted at class I.A, the first semester of English department of Mathla'ul Anwar University, Banten. Based on the findings of this research, it is significant for the teachers to choose the appropriate technique for improving students' tenses mastery, particularly smart finger technique as mentioned above. It is also wise for the teachers to identify the students' responses on the technique used to determine which technique is appropriate for them. The findings are also expected to encourage other researcher to investigate the effects of this technique on other students' ability in grammar mastery.

The different between Sudirman and this research is in the research focus. Sudirman focus in tenses mastery. And this research focuses on vocabulary mastery. The previous research implements her research at 1 semester students of English department of Mathla'ul Anwar University, Banten. However, the research is implementing the research in junior high school. The similarity research is used of finger technique.⁸

The used of media as visual aids has advantages in teaching and learning English, particularly in vocabulary. Media is very suitable to be applied to the Junior high school students and it is very helpful for the students to comprehend the components of vocabulary. From the previous studies above, the researcher concluded that the use of Rustan Finger Game as kind of media in English

⁸ Ade Sudirman. “ *The Implementation of Smart Finger Technique in Improving Students' Tenses Mastery at 1 semester students of English Departement of Mathla'ul Anwar University, Banten* ”

teaching and learning develop the students' English vocabulary and the students interested and had positive perceptions especially in formulating their ideas into sentences orally.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of vocabulary

Vocabulary is one of the components of language and that no languages exist without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought. The more words we learnt, the more ideas we should have so we can communicate the ideas more effectively. Vocabulary is one of language elements that need to be acquired by English learners.⁹

Vocabulary is one of the most important aspects in teaching and learning a foreign language. In addition, vocabulary is the key of enriching the knowledge of a foreign/target language. Vocabulary is an essential component in learning language because it would be impossible to learning a language without vocabulary or words.¹⁰ Vocabulary is a list or collection of word arranged in

⁹ Zainab, *Teaching Vocabulary By Using Recording Word Game to The Eight Year Students of SLTP N 1 Wasuponda*, (Palopo: STAIN Palopo, 2009), p.9.

¹⁰ Wilga, *Teaching Foreign Language Skill*, (Cet.II; London: University Chicago Press, 1981), p.462.

alphabetical or explained, a dictionary or lexicon, of a whole large single work or author, a branch of science, or the like.¹¹

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office, and mother-in law, which are made up two or three words but express a single idea.¹² According to David Nunan, “it is true that vocabulary is the word itself but in terms, their meanings are different”.¹³

John, M, Echols and Hasan Shadily stated that vocabulary means that all of the words in the word which registered.¹⁴ Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening native speakers, using the language in different contexts, reading, or watching television.¹⁵

¹¹ Brany Quote, *Defenition of vocabulary*, (<http://www.brainyquote.com/words/vocabulary237882.html>. accessed on August 15th 2011.

¹² Penny Ur, *A Course in Language Teaching*, (Cambridge University Press, 1996), p.60.

¹³ David Nunan, *Language Teaching Methodology, A Test Book for Teacher*, (New York : Percentile Hall Internasional, 1991).

¹⁴ Jhon M. Echols & Hasan Shadili, *Kamus Inggris- Indonesia*, (Jakarta : PT. Gramedia Pustaka, 1995), p.631.

¹⁵ Richards Jack and Renandya Willy A, *Methodology in Language Teaching an Anthology of Current Practice*. (New York: Cambridge University Press 2002),p.255.

Vocabulary is seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about the language. Vocabulary is necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning it self.¹⁶

From the definition of vocabulary above, it can be concluded that vocabulary is an aspect in English learning which consist of a collection of words and phrases arranged in sequence and accompanied by the translation.

b. Techniques or Learning Strategies Vocabulary

1. There is a special time for vocabulary learning.
2. Students learn vocabulary in context
3. Use of enhanced monolingual dictionaries
4. Students of the essence to develop a strategy to guess the meaning words
5. Unplanned vocabulary learning can occur¹⁷

In explaining vocabulary to students, there are some things that to the teacher needs to pay attention to. Suggestion of several ways that can be used to explain the vocabulary:

¹⁶ Jeremy Harmer, *The practice of English Language Teaching*, (New York: Longman Publishing, 1992), p.154.

¹⁷ Brown, H. D. 2001. *Teaching by Principles*. White Plain, NY; Addison Wesley Longman, Inc.

1. Explanation should be simple and concise, no need to be convoluted.
2. New vocabulary can be attributed to the learned vocabulary by showing patterns or analogies.
3. Explanations are present orally and in writing
4. Attention is paid to words whose parts are known
5. Students are told that words learned are important words to communicate
6. Explanations should not use other difficult words¹⁸

There are several steps in the process of vocabulary mastery, shows five steps in mastering vocabulary, encountering new words, getting the word meaning, consolidating word form and meaning in memory, and using the word. The first step, the students find a new word. The new word must be a difficult word both from spelling, meaning, and usage. To find out, the student needs to take the second step by noticing the spelling and speech. For english vocabulary, this second step is important because english spelling and speech are not always the same. The third step is taken to understand the meaning of the word. The fourth and fifth steps are taken to completely master the new word, by unifying the form and meaning in memory, and using it in communication.¹⁹

c. The Concept of vocabulary

¹⁸ Nation I.S.P. (2005). *Learning vocabulary in another language*. Cambridge University Press.

¹⁹ Hatch, E. & Brown, C. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press

There are so many concepts about vocabulary, some of them

- 1) Vocabulary is the stock of the words used by a people, or by a particular class or person.
- 2) Vocabulary is a list or collection of a language, book, author, branch of science, or the like usually in alphabetical order and defined.
- 3) Vocabulary is the words of language.
- 4) Vocabulary is word-book, glossary, dictionary or lexicon.
- 5) Vocabulary is the sum or scope of one's expressive technique, as in the arts.²⁰

d. Types of vocabulary

There are four types of vocabulary, those are;

- 1) Active speaking vocabulary, is words that the speaker or able to use in speaking.
- 2) Passive listening vocabulary, words that the listener recognize but cannot necessarily produce when speaking.
- 3) Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- 4) Active writing, vocabulary, words that a writer is able to use in writing.²¹

²⁰ Basri, *Improving Vocabulary Through Letter Game at The Eight Year Students of Pesantren Datok Sulaiman Putri Palopo*, (Palopo: STAIN Palopo, 2008), p.13

²¹ Kenji Kitao and S. Kathleen Kitao, *Testing Vocabulary*. Online: [http://www. : mifi. gov/ parnershipforreading/publishings/readingfirstvocab.html](http://www.mifi.gov/parnershipforreading/publishings/readingfirstvocab.html). 2000. Accessed on September 10th

e. The Importance Vocabulary

Vocabulary is word that construct a content of discussion both orally or written. It used in verbal interaction. Quality of someone's language skill can be seen from quantity and quality their vocabulary. If someone master in vocabulary, they can be easy to make communication with other. They do not get confused when they want share their idea or understanding.²²

f. How to learn vocabulary

To get success in learning we must find out how the way learners vocabulary well. According to Wilga said "there are seven ways to learn vocabulary as follow":

1) Students need to learn how to commit vocabulary to long term memory this does not necessarily mean "memorizing". Although some students may find this activity suit their learning style.

2) Students must learn to discriminate variation in distribution and new boundaries of meaning. The teacher may give explanation of contrast with native language distribution, demonstrate schematically the distribution of meaning of apparently comparable words, or promoted activity which requires for success that these boundaries be respected

3) Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.

²² Joko Tarigan. *The Importance Vocabulary*. (Bandung: Angkasa (1989)).p.2.

4) Students should learn to penetrate disguises with language the some family or from areas where there has been considerable alternative there are many borrowed words and cognates.

5) Students will learn how to discover new words from themselves. If students are not to become discouraged, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circum location, and definition as they gradually build up a more precise and varied lexicon.

6) Students must learn how to augment their own vocabulary steadily and systematically. They will begin early to keep individual list of new words they encounter, words that interest them, and problem words which are continually, ripping them up.²³

g. Vocabulary Selection

Before teaching vocabulary, teacher should select words to teach in accordance with the students vocabulary read.

The selection of vocabulary test words is relatively easy in achievement tests, in as much as these can be drawn directly from the particular textbooks that have been used in class. In general proficiency testing, however, the problem of selecting appropriate lexical items is considerably more complicated, and it is with this problem that the following remarks will be concerned.

²³ Wilga Rivers, *Teaching Foreign language*, (2nd. Chicago and London: The University of Chicago Press, 1981), P. 465.

The first decision that must be made is whether to test the students' active or passive vocabulary—that is, the words they should be using in their speech and writing or those they will need merely to comprehend, especially in their reading. Generally speaking, vocabulary tests on an intermediate level will concentrate on the words needed in speaking or in comprehending the oral language, while tests on advanced level will deal mostly with the lexicon of written English—the words needed by students if they are to understand newspaper, periodicals, literature, and textbooks.

Although the dictionary may be used in the selection of test words, it is generally more convenient to use word lists based on frequency counts of lexical items occurring in actual samples of the language.

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more – and there may be many meanings for a word – and they represent a small fraction of all the possible words in a language. Somehow we have to make sense of this huge list and reduce it to manageable proportions for our learners.²⁴

h . Teaching English To Children

In language learning context it is believed that children will learn a foreign language more actively under certain conditions. Therefore, there are some

²⁴Jeremy Harmer, *The practice of english language teaching*. New york: Longman Publishing. 1992.p.154.

assumption about language learning that should be considered when teaching english to children. The assumption bellow different sources (Larsen Freeman, Mackey, Richard and Rodgers)

1) Learning should be fun and natural for children. In order for them to be succesful in learning the target language, there must be absence of stress. Children are believed not to learn language forms directly, commons are believed to be helpful for children to interpret meaning.

2) The language should be first presented through sounds, not written symbols. After children can produce the sound with the truth, they may begin to read the symbol in target language.

3) Children more sensitive to anything that touches the senses, they read easily to physical object.

4) Meaning should be made perceptible through concrete object or by the percentation of experience.

i. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master' which means to become skilled or proficient in the use of, to gain complete knowledge through understanding²⁵. Vocabulary mastery is competence to know words and meaning. Nation proposes

²⁵ William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604

the following list of the different kinds of knowledge that a person must master in order to know a word are ²⁶:

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behaviour of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
8. the frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of word because they will get nothing without vocabulary. The larger the students master vocabulary, the beter they perform their language. By having too limited

²⁶ Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, New York: Cambridge University Press. p. 5.

vocabulary, the students will find difficulties in mastering reading and other skills.²⁷

j. The Problem of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned . Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and,items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skilll activities.²⁸

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication.

Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is

²⁷Anita Yuliana Siregar, (2013), *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11.

²⁸ Paul Nation, (1994), *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20.

dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain places in sentence and serve special function. In English, the functional categories include pronouns and interjections.²⁹

2.Game

a. Definition of game

Game is a word derived from the English language meaning games. There are many rules that must be understood by the user in playing game.

A game is any form of playful competition whose outcome is determined by physical skill, strategy or chance employed singly or in combination. According to Loy in Santriawan, there are three important parts of this definition. First, games derive from play. Second, games involve competition. Third, the outcome of the game is determined by use of physical skill, strategy, and or chance.³⁰ A game is a form of play with goals and structure.

A game can help the teacher to create contexts in which the language is useful and meaningful. The learner wants to take a part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or given information. Games are highly motivating, because they are amusing and interesting; can be used to give practice in all language skill and be used to practice many types of communication.

²⁹ Hall J. Eugene, (1993), *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8.

³⁰ Santri4wan's Blog., <http://santri4wan.wordpress.com/2009/11/06/definition-games/>, Accessed at January 11th 2016.

In English language teaching, games have the advantage of allowing the students to ‘practice and internalize vocabulary, grammar and structures extensively’. They can do this through repeated exposure to the target grammar, because students are often more motivated to play games than they are to do deskwork. During the game, the students are focused on the activity and end up absorbing the grammar subconsciously. While are motivating for the students; games is activities can increase the cooperation and competition of students in the classroom. Indeed games can be used to add excitement through competition or to create bonding between the students and teacher.³¹

From the definiton of game above, it can be concluded that game is an games that are done by interacting or face to face using images, media, or video.

b. Types of Language Games

Hadfield explained two ways of Classifying language game. First, she devides language games into two types: linguistic games and communicative games. The second taxonomy that Hadfield uses to classify language games have many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

- a. Sorting, odering, or arranging games
- b. Information gap games
- c. Guessing games
- d. Search games.

³¹ Saricoban & Metin., <http://www.teachingenglishgames.com/Arvicles/htm>. Accessed at January 11th 2016.

- e. Matching games
- f. Labeling games
- g. Exchanging games
- h. Board games
- i. Role play games.³²

3 .The Parts of Speech of English

a. Noun / Pronoun (Subject, object)

A noun is the name of a person, place, thing or idea.

Example of nouns : Daniel, London, table, dog, teacher, pen, city, happiness.

Example sentences : Steve lives in Sydney. Mary uses pen and paper to write letters.

b. Verb

A verb shows an action or state of being. A verb shows what someone or something is doing.

Example of word : go, speak, run, eat, play, live, walk, have, like, are, is.

Example sentences : I like Woodward English. I study their charts and play their games.

c. Adjective

³² Rais Tarsan, *Teaching Vocabulary Through Word Association Game at the Eight Grade Student of MTS AL-Mawatsir Padang Kalua* (Thesis STAIN Palopo:2013), p. 29.

An adjective describes, modifies or gives more information about a noun or pronoun.

Example of word : big, happy, green, young, fun, crazy, three.

Example sentences : The little girl had a pink hat.

d. Adverb

An adverb describes or modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent.

Example of word : slowly, quietly, very, always, never, too, well, here.

Example sentences : I am usually busy. Yesterday, I ate my lunch quickly.

e. Preposition

A preposition shows the relationship of a noun or pronoun to another word.

They can indicate time, place, or relationship.

Example of word : at, on, in, from, with, near, between, about, under.

Example sentences : I left my keys on the table for you.

f. Conjunction

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Example of word : and, but, because, so, yet, unless, since, if.

Example sentences : I was hot and exhausted but I still finished the marathon.

g. Determiner/ Pronoun (my, mine, myself)

Determiners are words placed in front of nouns that serve as a marker (noun marker) that clarifies the meaning of the noun.

For example the word 'people' which means 'person', if added 'these' in front of it 'these people', it will be easier to know or understood 'people' which is meant. And if it says 'a lot of people', then we know that what is meant is 'people' who are many in number.

The kinds of Determiners :

- [Articles](#) (a,an, the) divided into two :
 1. Definite articles : the
 2. Indefinite articles : a, an
- [Possessive determiners](#) : my, your, his, her, its, our, their, Rina's

Example : - His house is near from my campus

- Your dictionary is on Randi's table³³

h. Interjection

An interjection is a word or phrase that expresses a strong feeling or emotion.

Example of word : Ouch! ,Wow!, Great! ,Help!, Oh!, Hey!, Hi.

Example sentences : Wow! I passed my English test.³⁴

4 .Teaching English through Rustan Finger Game

a. Definition of Rustan Finger Game

³³ Rusdiana Junaid, Rustan Santaria, dan Sri Damayanti, *Fundamental English* (Malang: Intimedia, 2013), hlm.113-120.

³⁴ Woodward Ltda. (2018 September 2018). Retrieved on : <http://www.grammar.cl/english/parts-of-speech.htm>

Rustan Finger Game is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concept, and functions of a language vocabulary (e.g. the eight parts of speech of English) with the participants in both direct and indirect opposition to each other (Rustan Santaria).

Rustan Finger Game is new way to teach learners vocabulary functions as a medium to help the learners engage and understand the words meaning through numeric representation with fingers and to make actions as well as expressions during the learning process.

Rustan Finger Game as a game learning medium to innovate interactively, can motivate students, improve communication skills and student attitudes especially passive in the entire teaching and learning process and also make students more creative to improve their vocabulary. Interactive media, which can be made using Rustan Finger Game is a media that can be used to explain lessons about parts of speech in English. For example, the lesson is about parts of speech, noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection then students mention vocabulary related to the eight parts of speech being studied. Rustan Finger Game is an effective tool for teaching abilities especially in language vocabulary.

b. The Rule or Procedures of the Game

- a. The researcher explained and introduced the Rustan Finger Game
- b. The students asked the students about the topic material and wrote the material in the whiteboard.

- c. The researcher explained the material in the whiteboard
- d. The researcher asked the students to mention vocabulary connected the material.
- e. The researcher wrote a list of vocabulary in the whiteboard.
- f. The researcher pronounced the vocabulary one by one and the students followed her.
- g. The researcher gave the chance to the students to understand the material and ask question.
- h. The researcher divided into 5 group.
- i. The researcher gave procedure to apply the Rustan Finger Game :
 1. Make sure all of the learners or participants have learned the 8 parts of speech
 2. Make a spare or some spare of the learners to compete each other by performing their mastery of the 8 parts of speech
 3. Prepare an observer or observers to count the game players gained points
 4. Count together with the observer (s) the points gained by game players
 5. Determine the winner or the best game player or the biggest gained points.
 6. Give appreciation or present at least clapping hands. The game is over.³⁵

³⁵ Rustan Santaria “ Rustan Finger Game “ 2018.

j. The researcher gave of the sentence in the whiteboard and then the students race raise hand to apply Rustan Finger Game.

k. The students will play Rustan Finger Game to practice their vocabulary.

c. The Advantage of Rustan Finger Game :

1. Simple (Practical) : using two or more words, not using tools with only your fingers, it's easy to understand where and whenever.
2. Interesting : interesting to apply in the classroom, combining vocabulary, meaning, structure and function.
3. Student motivation : can build student learning motivation especially in vocabulary.
4. Communicative : easy to use as a learning medium. For students, by using games students more easily understand learning. For teachers, using the game the learning process can be more effective.
5. Entertaining : students are more happy and entertained while playing games so they are not easily bored and active in learning.
6. Challenging : challenging students to be more active in playing games because not all students have the same achievements so through games students are more challenging to get champions.³⁶

³⁶ Rustan Santaria “ Rustan Finger Game “ 2018.

d . The Benefits of Using Finger Plays

Participating in Finger plays are another support reading technique that will aid in language development. Here are some of the benefits of using finger play :

1. They allow for self expression, encouraging a child's own response in his or her use of body and speech.
2. These activities encourage students to participate verbally.
3. They provide relaxation (a legitimate opportunity to wiggle and move around).
4. They assist the child in learning to follow directions.
5. They increase attention span.
6. They develop listening skills.
7. They teach order and sequence.
8. Help teach number concepts.
9. They increase manual dexterity and muscular control.³⁷

e. The Benefits to Playing Games in the Classroom

1. More Motivation

³⁷ ELS. (2006 November 26). Retrieved on : <http://www.eslhq.com/forums/esl-forums/esl-games-activities/benefits-using-rhymes-finger-plays-action-songs-2654/>

Playing games in the classroom increases overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class.

2. Controlled Competitiveness

Students can become very competitive in the classroom, especially boys. Games are a great way to control the competitiveness between peers. By using games in the classroom, students can compete against each other whilst. By using games in the classroom, students can compete against each other whilst playing a game, then support each other during other learning activities.

1. Strategy Simulator

Most games require problem-solving strategies and planning. By applying a range of strategies in a game, students are able to use their working memory to solve problems, increasing their mental cognition. Stimulating the brain with strategies in a game can be a great brain workout!

2. Peer Positivity

Using games in a lesson, as part of teaching and learning, helps to create positivity around the lesson, motivating students with their participation and creating a positive attitude towards learning. Games can also create a positive memory and experience of learning for students in the classroom.

3. Smaller Stress

Having to answer questions on a worksheet, or produce a page of text can be quite daunting and stressful for some students. It can also create a negative perception of a students' learning environment. As an alternative to worksheets, games can be used as a less stressful way for students to demonstrate their knowledge, skill and understanding of a topic. Being less stressed will help students to have a more positive perception of their learning environment and give a true indication of their own learning.

4. Mighty Memory

Playing a range of content specific games can increase memory. As they play a game, students need to remember important details about a topic but also use their working memory to think and act quickly. Games that were made by the students can be some of the most effective. As students construct a game they are required to use their memory of specific content to create questions and answers suitable for the game, then use their memory of the topic to play the game.

5. Class Cooperation

Playing games in the classroom increases class cooperation. Students need to work together as a team when playing as a whole class against the teacher, or in small team groups when playing games with each other. Through games students learn how to take turns, build respect, listen to others and play fairly. Classroom games can also be used as a team building exercise.

6. Alert Attention

Playing games requires students to pay great attention to detail. As games can move quickly, when playing a game, a student needs to be alert and attentive. This attentiveness when playing a game can help students to stay focused on other tasks in the classroom throughout the day.

7. Friendly Fun

Playing games in the classroom is always great fun! When playing a game, endorphin's are produced that stimulate the brain and gives students a feeling of euphoria. This feeling of euphoria creates a great sense of happiness and excitement for students in the classroom, developing a positive learning environment.

8. New Knowledge

Games are a great tool to use in the classroom to consolidate new knowledge. After teaching new content to the class, provide students with a game that will consolidate their understanding and make connections with what they

already know. Asking students to create their own content specific games can also be a great way to assess students at the end of a unit of work.³⁸

C. Conceptual Framework

According to Wilga defines vocabulary is an essential component in learning language because it would be impossible to learning a language without vocabulary or words. Penny Ur states Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office, and mother-in law, which are made up two or three words but express a single idea. While, Richards Jack and Renandya Willy A states that the vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening native speakers, using the language in different contexts, reading, or watching television. From the definition of vocabulary above, it can be concluded that vocabulary is an aspect in English learning which consist of a collection of words and phrases arranged in sequence and accompanied by the translation.

³⁸ Victoria (Teach Starter). (2017 January 5) . Retrieved on :
<https://www.teachstarter.com/blog/10-benefits-playing-games-classroom/>

There are several techniques in teaching vocabulary. In explain vocabulary to students, there are some things that to the teacher needs to pay attention to; explanation should be simple and concise no need to be convoluted, new vocabulary can be attributed to the learned vocabulary by showing patterns or analogies, explanation are present orally and in writing, attention is paid to words whose parts are known, students are told that words learned are important words to communicate, explanations should not use other difficult words. Students need to pay attention to some elements of English language such as pronunciation, spelling, structure, and vocabulary. To master English skill, students must know the vocabulary of language a list of words with their meaning because it support their skills improvement (Linse). In this research, the researcher used Rustan Finger Game as the media in teaching vocabulary. According to Loy in Santriawan, there are three important parts of this defenition. First, games derive from play. Second, games involve competition. Third, the outcome of the game is determined by use of physical skill, strategy, and or chance. Saricoban and Metin states games is activities can increase the cooperation and competition of students in the classroom. Indeed games can be used to add excitement through competition or to create bonding between the students and teacher. From the definiton of game above, it can be concluded that game is an competition that are done by interacting or face to face using body movement, images, media, or video.

Rustan Finger Game is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concept,

and functions of a language vocabulary (e.g. the eight parts of speech of English) with the participants in both direct and indirect opposition to each other (Rustan Santaria). Competitive games are those in which players play against one another and where one player winning means another player loses. Two player games are often competitive, with a distinct win-or-lose outcome. Two-team games often have the same pattern, where one team winning means the other team loses. It may also be possible for the outcome to be a draw, where neither team wins nor loses.³⁹

Rustan Finger Game is new way to teach learners vocabulary functions as a medium to help the learners engage and understand the words meaning through numeric representation with fingers and to make actions as well as expressions during the learning process.⁴⁰ Provide multiple means of :

1. Engagement

- Recruiting Interest

Information that is not attended to, that does not engage learners' cognition, is in fact inaccessible. It is inaccessible both in the moment and in the future, because relevant information goes unnoticed and unprocessed. As a result, teachers devote considerable effort to recruiting learner attention and engagement. But learners differ significantly in what attracts their attention and engages their interest. Even the same learner will differ over time and circumstance; their "interests" change as they develop and gain new knowledge and skills, as their

³⁹Changing Works. (2018). Retrieved on
:http://changingminds.org/disciplines/game_design/types_game/games_competitive.htm

⁴⁰ Rustan Santaria " Rustan Finger Game " 2018

biological environments change, and as they develop into self-determined adolescents and adults. It is, therefore, important to have alternative ways to recruit learner interest, ways that reflect the important inter- and intra-individual differences amongst learners.

- Sustaining Effort & Persistence

Many kinds of learning, particularly the learning of skills and strategies, require sustained attention and effort. When motivated to do so, many learners can regulate their attention and affect in order to sustain the effort and concentration that such learning will require. However, learners differ considerably in their ability to self-regulate in this way. Their differences reflect disparities in their initial motivation, their capacity and skills for self-regulation, their susceptibility to contextual interference, and so forth. A key instructional goal is to build the individual skills in self-regulation and self-determination that will equalize such learning opportunities (see Self Regulation). In the meantime, the external environment must provide options that can equalize accessibility by supporting learners who differ in initial motivation, self-regulation skills, etc.

2. Representation

- Perception

Learning is impossible if information is imperceptible to the learner, and difficult when information is presented in formats that require extraordinary effort or assistance. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all learners by: 1) providing the same

information through different modalities (e.g., through vision, hearing, or touch);

2) providing information in a format that will allow for adjustability by the user (e.g., text that can be enlarged, sounds that can be amplified). Such multiple representations not only ensure that information is accessible to learners with particular sensory and perceptual disabilities, but also easier to access and comprehend for many others.

- Language & Symbols

Learners vary in their facility with different forms of representation—both linguistic and non-linguistic. Vocabulary that may sharpen and clarify concepts for one learner may be opaque and foreign to another. An equals sign (=) might help some learners understand that the two sides of the equation need to be balanced, but might cause confusion to a student who does not understand what it means. A graph that illustrates the relationship between two variables may be informative to one learner and inaccessible or puzzling to another. A picture or image that carries meaning for some learners may carry very different meanings for learners from differing cultural or familial backgrounds. As a result, inequalities arise when information is presented to all learners through a single form of representation. An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all learners.

- Comprehension

The purpose of education is not to make information accessible, but rather to teach learners how to transform accessible information into useable knowledge. Decades of cognitive science research have demonstrated that the capability to transform accessible information into useable knowledge is not a passive process but an active one. Constructing useable knowledge, knowledge that is accessible for future decision-making, depends not upon merely perceiving information, but upon active “information processing skills” like selective attending, integrating new information with prior knowledge, strategic categorization, and active memorization. Individuals differ greatly in their skills in information processing and in their access to prior knowledge through which they can assimilate new information. Proper design and presentation of information, the responsibility of any curriculum or instructional methodology, can provide the scaffolds necessary to ensure that all learners have access to knowledge.

2. Action & Expression

- Physical Action

It is important to provide materials with which all learners can interact. Properly designed curricular materials provide a seamless interface with common assistive technologies through which individuals with movement impairments can navigate and express what they know.

- Expression & Communication

It is important to provide alternative modalities for expression, both to the level the playing field among learners and to allow the learner to appropriately (or easily) express knowledge, ideas and concepts in the learning environment.⁴¹

From the above explanation is relevant to support Rustan Finger Game as a medium to help students in the learning process.

Maggie Patrick stated there is so much value in fingerplays, and I love using them at the libraries where I do Story Time. These teachable moments help children with fine motor development, pre-writing skills, language development, and so much more! Fingerplays are perfect for circle time, large group learning, small group learning, in musical settings, one-on-one, and even for independent play. Finger plays can be:

- Used as attention getters
- A way to extend learning after reading a book of a similar theme
- A tool to promote language skills and vocabulary
- Used to increase creativity, body awareness, etc.
- A way to help with listening skills

Not only are children learning tons from them, but they are entertaining too. As a parent, I use fingerplays on a regular basis in fun and meaningful

⁴¹ CAST. (2018). Universal Design for Learning Guidelines. Retrieved on : <http://udlguidelines.cast.org/engagement/recruiting-interest/choice-autonomy>

interactions with my little ones. In the classroom, fingerplays are a great way to start circle time and to transition to a listening activity.⁴²

V.Lukianenko state games help the teacher to create contexts in which the language is useful and meaningful. Even though games are often associated with fun, we should not lose sight of their pedagogical value, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication. According to W. Lee games can be classified into ten categories: structure games which provide experience of the use of particular patterns of syntax in communication, vocabulary games in which the learners' attention is focused mainly on words, spelling, pronunciation games, number games, listen-and-do games, games and writing, miming and role play, discussion games. Games prove to be a useful tool in language english . Games not only motivate learners and create a friendly atmosphere, they are aimed at developing all language skills. Consequently, games can motivate, promote learners' interaction, improve their acquisition and increase their achievement.

In summary, games are useful and affective tools that should be applied in vocabulary classes.

⁴² [Maggie Patrick](https://preschoolinspirations.com/fingerplays/). (2017 December 05). Retrieved on : <https://preschoolinspirations.com/fingerplays/>

Rustan Finger Game for increase students' vocabulary mastery. It included parts of speech such as noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection.

The conceptual framework of this research can be illustrated diagrammatically as follows:

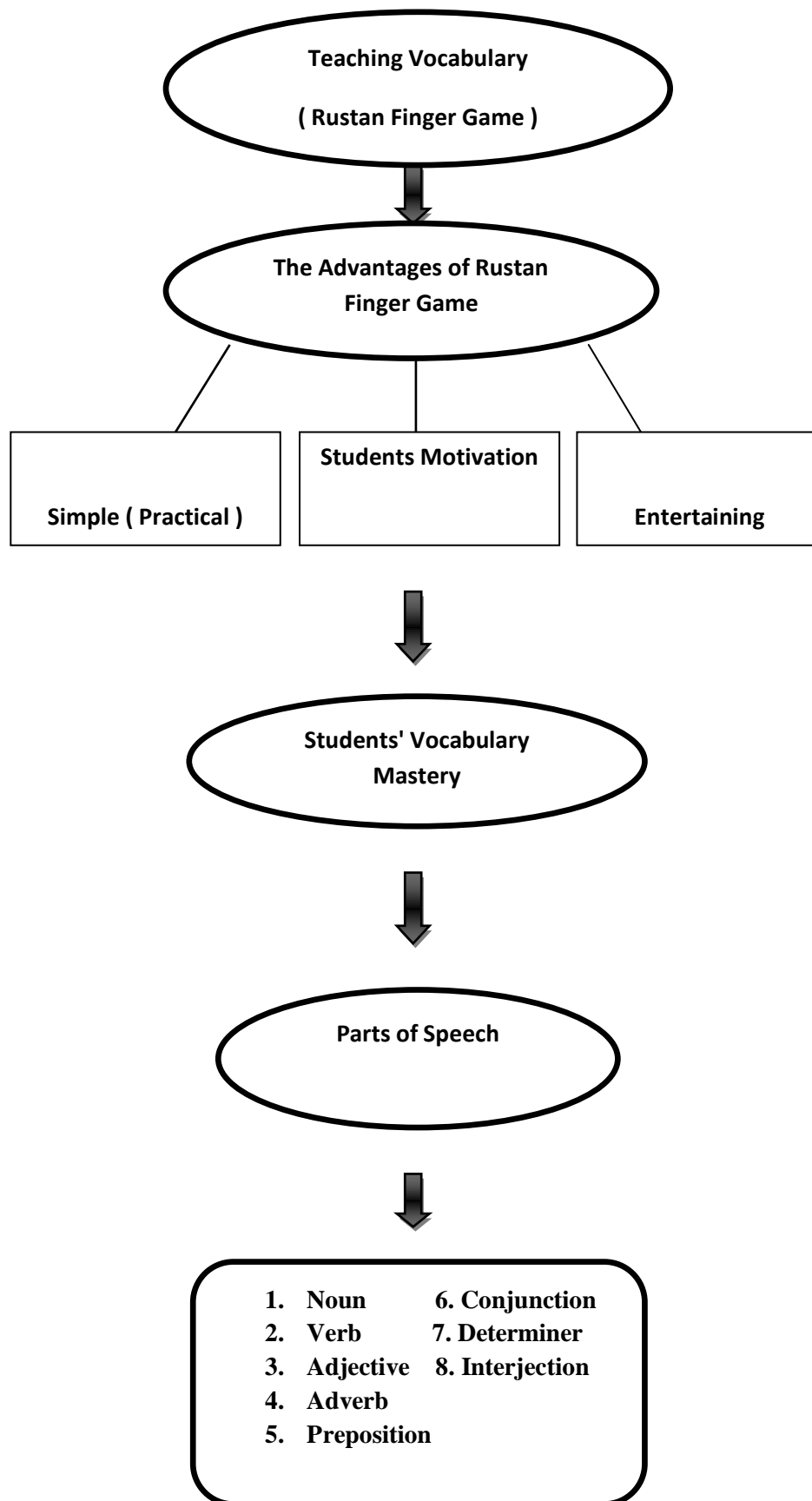


Figure 1. Conceptual Framework of the Research

D.Hypotesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

1. Null Hypothesis (H_0): The use of Rustan Finger Game is not effective to increase the students' vocabulary mastery of SMPN 8 Palopo.
2. Alternative Hypothesis (H_1): The use of Rustan Finger Game is effective to increase the students' vocabulary mastery of SMPN 8 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

This research applied a quasi single pretest- posttest design experimental research method by using one group experimental (single pretest – posttest design). This research does not use comparison classes. In this research, the researcher was first gave a pre-test to find out how far the initial ability of students before gave learning using Rustan Finger Game. After giving pre-test, the researcher gave treatment by using Rustan Finger Game. After giving treatment, the researcher gave a post-test to find out whether the use of Rustan Finger Game an mastery vocabulary especially about vocabulary at the eighth grade students in SMPN 8 Palopo.

The research design was formulized based on the following figure:

PRE – TEST	TREATMENT	POST – TEST
O1	X	O2

Figure 2. Research Design

Where:

O1 : Pre – test

X : Treatment

O2 : Post – te

B. Variable of the Research

In this research, the researcher classified two kinds of variables:

1. Independent variable is Rustan Finger Game is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concept, and functions of a language vocabulary (e.g. the eight parts of speech of English) with the participants in both direct and indirect opposition to each other.
2. Dependent variable is Vocabulary Mastery it is competence to know words and meaning.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Negeri 8 Palopo in academic year 2017/2018. It consists of nine classes and each class consisted of 25, 30, and 31 students. The total number were 283 students.

2. Sample

The sample of the research, the researcher used purposive sampling technique from one class. It means that, the researcher took 25 sample in the class VIII-8 of SMPN 8 Palopo in academic year 2017/2018. The research intended to help students' increase their knowledge especially their vocabulary mastery using Rustan Finger Game.

D. Instruments of the Research

The instruments that used in this research were vocabulary test consisting of noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection. In this research, researcher gave a test about vocabulary with pre-test and post test. The kind of the test used was multiple choice that consisted of 10 items and fill in the blank that consisted of 10 items. The total number of 20 items. The purpose of the vocabulary test was to know the students' increase in vocabulary mastery.

E. Procedure of Data Collection

The procedure of collecting data as this research as follows:

1. Pretest

The researcher gave a test about vocabulary with pre-test and posttest. The pretest is used to find out the knowledge of the students before learning vocabulary by using Rustan Finger Game.

2. Treatment

After gave pretest, the researcher gave treatment. Each meeting has different material. Part of speech consist of Noun / pronoun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection. The were six meetings in this treatment. The following step were :

1. The first meeting was conducted on 04 August 2018

- a. The researcher explained and introduced the Rustan Finger Game

- b. The researcher asked the students about the topic material and wrote the material in the whiteboard.
- c. The researcher explained the material about parts of speech that is noun and verb.
- d. The researcher asked the students to mention vocabulary connected noun and verb.
- e. The researcher wrote list of vocabulary in the whiteboard.
- f. The researcher pronounced the vocabulary one by one and the students followed her.
- g. The researcher gave chance to the students to understand the material about noun and verb and ask question.

2. The second meeting was conducted on 07 August 2018

- a. The researcher explained the material about parts of speech that is adjective and adverb.
- b. The researcher asked the students to mention vocabulary connected adjective and adverb.
- c. The researcher wrote list of vocabulary in the whiteboard.
- d. The researcher pronounced the vocabulary one by one and the students followed her.
- e. The researcher gave chance to the students to understand the material about adjective and adverb and ask question.

3. The third meeting was conducted on 11 August 2018

- a. The researcher explained the material about parts of speech that is preposition and conjunction.
 - b. The researcher asked the students to mention vocabulary connected preposition and conjunction.
 - c. The researcher wrote list of vocabulary in the whiteboard.
 - d. The researcher pronounced the vocabulary one by one and the students followed her.
 - e. The researcher gave chance to the students to understand the material about preposition and conjunction and ask question.
4. The fourth meeting was conducted on 14 August 2018
- a. The researcher explained the material about parts of speech that is determiner
 - b. The researcher asked the students to mention vocabulary connected determiner.
 - c. The researcher wrote list of vocabulary in the whiteboard.
 - d. The researcher pronounced the vocabulary one by one and the students followed her.
 - e. The researcher gave chance to the students to understand the material about determiner and ask question.
5. The fifth meeting was conducted on 16 August 2018
- a. The researcher explained the material about parts of speech that is interjection

- b. The researcher asked the students to mention vocabulary connected interjection.
 - c. The researcher wrote list of vocabulary in the whiteboard.
 - d. The researcher pronounced the vocabulary one by one and the students followed her.
 - e. The researcher gave chance to the students to understand the material about interjection and ask question.
6. The sixth meeting was conducted on 18 August 2018
- a. The researcher divided into 5 group.
 - b. The researcher gave procedure to apply the Rustan Finger Game.
 - 1. Make sure all of the learners or participants have learned the 8 parts of speech
 - 2. Make a spare or some spare of the learners to compete each other by performing their mastery of the 8 parts of speech
 - 3. Prepare an observer or observers to count the game players gained points
 - 4. Count together with the observer (s) the points gained by game players
 - 5. Determine the winner or the best game player or the biggest gained points.
 - 6. Give appreciation or present at least clapping hands. The game is over.⁴³

⁴³ Rustan Santaria “ Rustan Finger Game “ 2018.

- c. The researcher gave the sentence in the whiteboard and then the students raise hand to apply Rustan Finger Game.
- d. The students will play Rustan Finger Game to practice their vocabulary.

c. Posttest

After giving treatment to the students, the researcher gave posttest. In posttest, the researcher gave the test as in pretest. The posttest was used to find out the knowledge of the students after learning vocabulary by using Rustan Finger Game.

F. Technique of Data Analysis

The data collection analysed by using analysis quantitative by using SPSS (Statistic Product Service Solution) 22 computer program. SPSS 22 are computer software/program for processing, calculating or analysis data of statistics. This program product by IMB Company.

In analysing data of pretest, the data researcher used the following procedure:

1. Analyzed the raw data of pretest. Each of the students' correct answer got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of core maximum of 100, using the following formula.

$$Score = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

3. Converting the score of the students into values.
4. Classifying the score of the students into the following score classification.

A	90 - 100	Excellent
B	80 - 89	Good
C	70 - 79	Adequate
D	60 - 69	
Inadequate/unsatisfactory		
E	Below 60	Failing/unacceptable ⁴⁴

5. Calculating the mean score standard deviation, frequency table and test between vocabulary achievement of the experimental by using SPSS statistics version 22 for windows evaluation.

⁴⁴ H. Douglas Brown, *Language Assesment: Principle and Classroom Practieces*, (San Fransisco, California : Person Longman), (2003)p. 287.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two section. The first is findings and the second is discussion.

A. Findings

The findings of the research showed the description of data which was analyzed statically and with tabulation data. It comparized the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test. The analysis students score in pre-test and post-test.

1. Pre-test

In this section, the researcher showed the complete score of students in pre-test, the mean score and standard deviation of students, and percentage of students score in pre-test. The researcher would presented them in the tables and calculated the score by using SPSS 22. For clearer, at first the researcher would show the complete students score in pre-test. It was tabulated by the following table:

Table 1. The Score of Students' Vocabulary in Pre-test

Respondent	Correct answer	Score
R1	10	50
R2	9	45
R3	7	35

R4	11	55
R5	12	60
R6	8	40
R7	9	45
R8	11	55
R9	9	45
R10	9	45
R11	8	40
R12	9	45
R13	10	50
R14	13	65
R15	9	45
R16	10	50
R17	13	65
R18	15	75
R19	12	60
R20	6	30
R21	9	45
R22	10	50
R23	9	45
R24	10	50
R25	9	45

Based on the table above we saw the result of the students' score in pre-test. The highest score was 75 and the lowest was 30. To calculate the mean score of student's score in pre-test, the researcher calculated it by using SPSS 22. The result can be presented into the table descriptive statistic as follows:

Table 2. The Mean Score of Students' Pretest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_EXP	25	30.00	75.00	49.4000	9.92891
Valid N (listwise)	25				

Table 3, it also indicated that the mean score of students' score in pretest is 49.40 and the standar deviation error was 9.92. Furthermore, the researcher also has written the students' score before gave treatment by using Rustan Finger Game and it presented through the table rate percentages score. The table was showed as follows:

Table 3. The Rate Percentage of Students' in Pretest

NO.	Classification	Score	Pretest	
			F	P
1	Excellent	90-100	0	0%

2	Good	80-89	0	0%
3	Adequate	70-79	1	4%
4	Inadequate/unsatisfactory	60-69	2	8%
5	Failing/unacceptable	Below 60	22	88%
Total			25	100%

Table 3 showed that most of students in pre-test are classified failing/unacceptable and inadequate/unsatisfactory before giving the treatment. 22 students or 88% were in failing/unacceptable classification, 2 students or 8% were in inadequate/unsatisfactory, 1 student or 4% were in adequate classification and none of them were in good and excellent classification. The data showed that many students got failing/unacceptable and inadequate/unsatisfactory in pretest.

2. Posttest

In this area, the writer made the rate percentage of students' score in post-test. The result of the students score in post-test was presents in the table. The complete of the students score in post-test were tabulated as follows:

Table 4. The Score of Students' Vocabulary in Post-test

Respondent	Correct answer	Score
R1	17	85
R2	14	70

R3	12	60
R4	17	85
R5	17	85
R6	9	45
R7	12	60
R8	17	85
R9	11	55
R10	12	60
R11	14	70
R12	12	60
R13	14	70
R14	19	95
R15	13	65
R16	14	70
R17	19	95
R18	19	95
R19	17	85
R20	15	75
R21	16	80
R22	20	100
R23	12	60
R24	12	60
R25	15	75

Based on the table above we saw the result of the students' score in post-test. The highest score was 100 and the lowest was 45. To calculate the mean score of student's score in post-test, the writer calculated it by using SPSS 22. The result could be presented into the table descriptive statistic as follows:

Table 5. The Mean Score of Students' in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST_EX P	25	45.00	100.00	73.8000	14.66856
Valid N (listwise)	25				

From the Table 5, it indicated that the mean score of students in post-test was 73.80 and the standard deviation was 14.66.

The researcher also has written score of the student' score who had been gave treatment by using Rustan Finger Game and it presented through the table rate percentages scores. The table was showed as follows:

Table 6. The Rate Percentage of Students' in Post-test

			Posttest
--	--	--	----------

NO.	Classification	Score	F	P
1	Excellent	90-100	4	16%
2	Good	80-89	6	24%
3	Adequate	70-79	6	24%
4	Inadequate/unsatisfactory	60-69	1	4%
5	Failing/unacceptable	Below 60	8	32%
Total			25	100%

Table 6 indicated the percentage of student's score in post-test. After gave the treatment, there 6 students or 24% were in adequate classification, 6 students or 24% were in good classification, 4 students or 16% were in excellent classification, 1 student or 4% were in inadequate/unsatisfactory classification, and 8 students or 32% were in failing/unacceptable classification. Besides there were many students got good score in post-test. It means that there is improvement of student's vocabulary after they learnt vocabulary by using Rustan Finger Game.

Besides showed about the mean score in each subject of vocabulary test one by one, this research also presented the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result would be presented in to the table descriptive statistic as follows:

Table 7. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_EXP	25	30.00	75.00	49.4000	9.92891
POSTTEST_EXP	25	45.00	100.00	73.8000	14.66856
Valid N (listwise)	25				

Table 7 showed that there was a difference between the mean score of pretest and posttest in the experimental group. The mean score of posttest was higher than the mean score of pretest ($73.80 > 49.40$). It means that there was an improvement after gave the treatment by using Rustan Finger Game. The standard deviation of posttest was higher than the standard deviation of pretest ($14.66 > 9.92$). It means that the scores range of posttest was farther than the score range of pretest to the mean score.

To know whether the pre-test and post-test was significantly different, and also to know acceptability of the hypothesis of this research, the writer used ttest analysis and calculated it by using SPSS 22. The results could be showed in the table of paired samples statistics, paired sample correlations, and paired samples test. It is presented in the following tables:

Table 8. The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST POSTTEST	- 24.40 000	10.637 98	2.1276 0	- 28.791 14	- 20.008 86	- 11.4 68	24	.000

The hypothesis was treated by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test to know the significance difference between the result of student's mean score in pre-test and pos-test.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where N = 25, df = 24. The probability value was smaller than alpha (α) $0.00 < 0.05$. It means, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So the conclusion is there was a significance difference in teaching vocabulary before and after using Rustan Finger Game. There for, the researcher concluded that Rustan Finger Game can increase students' vocabulary mastery of the students at the eighth grade of SMPN 8 Palopo.

B. Discussion

Based on the finding of the research, it was found that the students who were taught by using Rustan Finger Game have build their vocabulary and could

be applied in teaching vocabulary. It was proven by the mean score pretest and posttest increased. Maggie Patrick stated there is so much value in fingerplays, and I love using them at the libraries where I do Story Time. These teachable moments help children with fine motor development, pre-writing skills, language development, and so much more! Fingerplays are perfect for circle time, large group learning, small group learning, in musical settings, one-on-one, and even for independent play.

In collecting data, the researcher did some procedures, the procedures as follow: students were given a pre-test to determine their ability to understand the vocabulary. After that they were given treatment as a vocabulary learning process by using Rustan Finger Game. The question in pretest and posttest were about parts of speech. And the result of the students' work in most of students were easy to answer question part A about parts of speech in numbers 1,2,3,4,5,7,8,9,10 and part B in numbers 1,2,3,4,5,6,8,10 because the word is familiar and most of students were difficult to answer the other question because the word is unfamiliar for the students for example the question part B in number 7 and 9 students don't fill in the correct answers but after treatment there was significance progress to the students' score because most of the students get " Good" classification.

In this research, there are three previous researcher. The first, there are similarities and differences between this research and this previous related research finding Khosiah (2014), the researcher found that the effect finger puppets in teaching English can improving students' vocabulary. And this research focuses in vocabulary mastery, and this researcher had the same using of finger technique.

The second, there are similarities and differences between this research and this previous related research finding Indriani (2014), the researcher found that finger puppets is effective media in teaching English Speaking. And this research focuses in vocabulary mastery, but in this researcher had the same using of finger technique.

The third, there are similarities and differences between this research and previous related research finding Sudirman, the researcher found that smart fingers technique can improve student's grammar mastery especially in English tenses mastery. And this research focuses in vocabulary mastery, but in this researcher had the same using of finger technique.

Based on the result of data analysis, the researcher concluded that Rustan Finger Game can increase students' vocabulary mastery of the students at the eighth grade of SMPN 8 Palopo.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicated conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher draws conclusions as in following.

Using Rustan Finger Game, the researcher concluded that Rustan Finger Game can increase students' vocabulary at the eighth grade of SMPN 8 Palopo. Rustan Finger Game was really effective to use in learning and teaching process because it made students involve directly and also made students become active in learning. It could be proven by the students' result of mean score in the pretest was 49,40 and the mean score of the students in the posttest was 73,80.. The mean score of post-test was greater than pre-test. After gave treatment to the students and based on the result of data analysis of the finding in chapter IV, the researcher found that the p Value was 0.00 and the alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). It proved that the hypothesis (H_0) was rejected and hypothesis (H_1) is accepted.

B. Suggestions

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various methods to manage the class more lively and enjoyable. The method also helps the teacher

and lecturer, and gave much opportunity for the students to be active in teaching learning process. Regarding to the teaching vocabulary by applying Rustan Finger Game, the researcher gave some suggestion for the teacher and students as follow:

1. The teachers must prepare material on vocabulary in concerning Rustan Finger Game in teaching parts of speech to easy the teaching and learning process. The teacher must create a pleasant classroom atmosphere so that students are not easily tired when receiving the material.
2. For the students, they must study harder and apply Rustan Finger Game anywhere and anytime, so that their learning can not be in vain.
3. The next researcher can make the research about Rustan Finger Game in different skill, they can use this research as an additional reference for further relevant research certainly with different variables and condition, and add discussion or material about Rustan Finger Game.

Finally, the researcher realized that this thesis is far from being perfect and because of that; constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher in concluding other researcher with more detailed information about interactive activities to increase students vocabulary.

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PRETEST.

Name :

Class :

**A. Direction : Choose the correct answer from the option a, b, c, or , d
number 1 - 10**

1. Which is the following options include into noun group ?
 - a. Go, speak, play, like
 - b. Slowly, very, always, never
 - c. Saturday, table, latuppa, rabbit
 - d. At, on, in, from
2. Which is the following options include into verb group ?
 - a. Smile, away, run, carry
 - b. Saturday, table, latuppa, rabbit
 - c. Big, happy, crazy, young
 - d. And, but, because, so
3. Which is the following options include into adjective group ?
 - a. At, on, in, from
 - b. And, but, because, so
 - c. Wow!, Great!, Ouch!, Help!
 - d. Beautiful, happy, fun, big
4. Which is the following options include into adverb group ?
 - a. Very, never, well, too
 - b. Smile, away, run, carry
 - c. Saturday. Table, latuppa, rabbit

- d. Big, happy, crazy, young
5. Which is the following options include into preposition group ?
- a. Wow!, oh!, Help!, Great!
 - b. From, near, under, with
 - c. Smile, away, run, carry
 - d. With, never, under, from
6. Which is the following options include into conjunction group ?
- a. The, an, my, much
 - b. Teacher, table, dog, pen
 - c. And, but, because, since
 - d. Big, happy, fun, crazy
7. Which is the following options include into determiner group ?
- a. Ouch!, Wow!, Help!, Great!
 - b. My, the, an, your
 - c. Go, speak, run, eat
 - d. Big, happy, crazy, fun
8. Which is the following options include into interjection group ?
- a. Wow!, help!, oh!, hi!
 - b. Slowly, very, always, never
 - c. And, but, because, so
 - d. My, a, the, many
9. Which is the following options include into preposition group ?
- a. Under, between, in, into

- b. Ouch!. Wow!, Oh!, Hey!
 - c. And, but, because so
 - d. Table, dog, teacher, pen
10. Which is the following options include into conjunction group ?
- a. Run, go, speak, play
 - b. And, but, because, so
 - c. Big, happy, fun, crazy
 - d. An, much, your, his

B. In the following sentence, number the parts of speech notation based on the sequence 1-8.

- | | |
|---------------------------------------|------------------|
| 1. She was angry at me yesterday | Explanation : |
| (...) (...) (...) (...) (...) (...) | 1 : Noun |
| 2. He saw some beautiful picture | 2 : Verb |
| (...) (...) (...) (...) (...) | 3 : Adjective |
| 3. Wow! I passed my English test | 4 : Adverb |
| (...) (...) (...) (...) (...) (...) | 5 : Preposition |
| 4. Sinar and Riri are beautiful girls | 6 : Conjunction |
| (...) (...) (...) (...) (...) (...) | 7 : Determiner |
| 5. Her smile is very misterius | 8 : Interjection |
| (...) (...) (...) (...) (...) | |
| 6. You and me are friends | |
| (...) (...) (...) (...) (...) | |

7. My family and I want to go to London from Indonesia by plane

(...) (...) (...) (..)(...) (...) (...) (...) (...) (...) (....)(...)

8. The color of the butterfly is very beautiful

(...) (...) (...) (...) (....) (...) (...) (...)

9. The students study in the school from Monday to Saturday

(...) (...) (....) (...) (...) (...) (...) (...) (...) (...) (...)

10. Oh! I'm sorry to hear that

(...) (...) (...) (...) (...) (...)

POSTTEST

Name :

Class :

**A. Direction : Choose the correct answer from the option a, b, c, or , d
number 1 - 10**

1. Which is the following options include into conjunction group ?
 - a. The, an, my, much
 - b. Teacher, table, dog, pen
 - c. And, but, because, since
 - d. Big, happy, fun, crazy
2. Which is the following options include into determiner group ?
 - a. Ouch!, Wow!, Help!, Great!
 - b. My, the, an, your
 - c. Go, speak, run, eat
 - d. Big, happy, crazy, fun
3. Which is the following options include into verb group ?
 - a. Smile, away, run, carry
 - b. Saturday, table, latuppa, rabbit
 - c. Big, happy, crazy, young
 - d. And, but, because, so
4. Which is the following options include into interjection group ?
 - a. Wow!, help!, oh!, hi!
 - b. Slowly, very, always, never
 - c. And, but, because, so

- d. My, a, the, many
5. Which is the following options include into noun group ?
- a. Go, speak, play, like
 - b. Slowly, very, always, never
 - c. Saturday, table, latuppa, rabbit
 - d. At, on, in, from
6. Which is the following options include into adjective group ?
- a. At, on, in, from
 - b. And, but, because, so
 - c. Wow!, Great!, Ouch!, Help!
 - d. Beautiful, happy, fun, big
7. Which is the following options include into adverb group ?
- a. Very, never, well, too
 - b. Smile, away, run, carry
 - c. Saturday. Table, latuppa, rabbit
 - d. Big, happy, crazy, young
8. Which is the following options include into preposition group ?
- a. Wow!, oh!, Help!, Great!
 - b. From, near, under, with
 - c. Smile, away, run, carry
 - d. With, never, under, from
9. Which is the following options include into conjunction group ?
- a. Run, go, speak, play

- b. And, but, because, so
- c. Big, happy, fun, crazy
- d. An, much, your, his

10. Which is the following options include into preposition group ?

- a. Under, between, in, into
- b. Ouch!. Wow!, Oh!, Hey!
- c. And, but, because so
- d. Table, dog, teacher, pen

B. In the following sentence, number the parts of speech notation based on the sequence 1- 8.

- | | |
|---|------------------|
| 1. Oh! I'm sorry to hear that | Explanation : |
| (...) (...) (...) (...) (...) (...) | 1 :Noun |
| 2. She was angry at me yesterday | 2 : Verb |
| (...) (...) (...) (...) (...) (...) | 3 : Adjective |
| 3. Wow! I passed my English test | 4 : Adverb |
| (...) (...) (...) (...) (...) (...) | 5 : Preposition |
| 4. I do not know what really happened | 6 : Conjunction |
| (...) (...) (...) (...) (...) (...) (...) | 7 : Determiner |
| 5. Her smile is very misterius | 8 : Interjection |
| (...) (...) (...) (...) (...) | |
| 6. You and me are friends | |
| (...) (...) (...) (...) (...) | |

7. My family and I want to go to London from Indonesia by plane

(...) (...) (...) (..) (...) (...) (...) (...) (...) (...) (...) (...)(...)

8. The color of the butterfly is very beautiful

(...) (...) (...) (...) (....) (...) (...) (...)

9. The students study in the school from Monday to Saturday

(...) (...) (...) (...) (...) (...) (...) (...) (...) (...)

10. Sinar and Riri are beautiful girls

(...) (...) (...) (...) (...) (...)

LESSON PLAN

School : SMPN 8 Palopo
 Subject : English
 Grade : VIII
 Theme : Vocabulary
 Time Allocation : 2 x 40 minutes

1 No	2 Alokasi Waktu	3 Aktivitas Guru	4 Aktivitas Siswa	5 Inter aksi	6 Indikator Yang Dicapai	7 Tujuan
1	10 Menit	ACTIVITY 1 1. Salam dan berdoa 2. Guru mengabsen siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memotivasi siswa	Siswa memperhatikan, menyimak dan mendengarkan materi yang telah disebutkan oleh guru	G-S	Siswa mampu menyebutkan kosa kata yang berkaitan dengan materi pembelajaran.	Mendorong siswa untuk belajar menghafal sekaligus melatih daya ingat
2	50 menit	ACTIVITY 2 1. Guru menjelaskan materi parts of speech about noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat mengetahui penggunaan noun, verb beserta contohnya	S-S	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat mengetahui penggunaan noun, verb beserta	Mendorong dan melatih siswa untuk menghafal kosa kata tentang parts of speech serta mengetahui penggunaan noun, verb beserta

		<p>Kemudian memberikan contohnya .</p> <p>2. Guru menjelaskan tentang penggunaan noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection di depan kelas dengan menyertakan vocabulary tentang parts of speech</p> <p>3. Guru memberikan kesempatan kepada siswa untuk memahami dengan temannya.</p> <p>4. Guru menjelaskan aturan permainan Rustan Finger Game.</p> <p>5. Setelah siswa mengerti, siswa bermain Rustan Finger Game untuk melatih daya ingat kosa kata yang telah di pelajari</p>			contohnya	contohnya
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3	20 menit	ACTIVITY 3 <ol style="list-style-type: none"> 1. Guru meminta siswa untuk mengerjakan task yang telah disiapkan 2. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran 3. Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya 4. Guru menutup pelajaran 	Siswa mengerjakan task yang diberikan oleh guru	G-S	Siswa dapat mengembangkan kosa kata sendiri dan mampu memperluas kosa kata yang telah mereka miliki	Mendorong siswa untuk terus menghafal dan senang mengikuti proses pembelajaran pada vocabulary
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LESSON PLAN

School : SMPN 8 Palopo
 Subject : English
 Grade : VIII
 Theme : Vocabulary
 Time Allocation : 2 x 40 minutes

1 No	2 Alokasi Waktu	3 Aktivitas Guru	4 Aktivitas Siswa	5 Int era ksi	6 Indikator Yang Dicapai	7 Tujuan
1	10 Menit	ACTIVITY 1 <ol style="list-style-type: none"> 1. Salam dan berdoa 2. Guru mengabsen siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memotivasi siswa 5. Guru memberikan ice breaking untuk melatih konsentrasi siswa sebelum proses pembelajaran dimulai 	Siswa memperhatikan, menyimak dan mendengarkan materi yang telah disebutkan oleh guru	G-S	Siswa mampu menyebutkan kosa kata yang berkaitan dengan materi pembelajaran .	Mendorong siswa untuk belajar menghafal sekaligus melatih daya ingat
2	50 menit	ACTIVITY 2 <ol style="list-style-type: none"> 1. Guru menjelaskan materi parts of speech about noun, 	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat		Siswa dapat memahami makna kosa kata tentang parts of speech serta	Mendorong dan melatih siswa untuk menghafal kosa kata tentang

		<p>verb, adjective, adverb, preposition, conjunction, determiner, and interjection Kemudian memberikan contohnya .</p> <p>2. Guru menjelaskan tentang penggunaan noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection di depan kelas dengan menyertakan vocabulary tentang parts of speech</p> <p>3. Guru memberikan kesempatan kepada siswa untuk memahami dengan temannya.</p> <p>4. Guru menjelaskan aturan permainan Rustan Finger Game.</p> <p>5. Setelah siswa mengerti, siswa</p>	mengetahui penggunaan adjective dan adverb beserta contohnya	S-S	siswa dapat mengetahui penggunaan adjective dan adverb beserta contohnya	parts of speech serta mengetahui penggunaan adjective dan adverb beserta contohnya
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		bermain Rustan Finger Game untuk melatih daya ingat kosa kata yang telah di pelajari				
3	20 menit	ACTIVITY 3 5. Guru meminta siswa untuk mengerjakan task yang telah disiapkan 6. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran 7. Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya 8. Guru menutup pelajaran	Siswa mengerjakan task yang diberikan oleh guru	G-S	Siswa dapat mengembangkan kosa kata sendiri dan mampu memperluas kosa kata yang telah mereka miliki	Mendorong siswa untuk terus menghafal dan senang mengikuti proses pembelajaran pada vocabulary

LESSON PLAN

School : SMPN 8 Palopo
 Subject : English
 Grade : VIII
 Theme : Vocabulary
 Time Allocation : 2 x 40 minutes

1 No	2 Alokasi Waktu	3 Aktivitas Guru	4 Aktivitas Siswa	5 Int era ksi	6 Indikator Yang Dicapai	7 Tujuan
1	10 Menit	ACTIVITY 1 <ol style="list-style-type: none"> 1. Salam dan berdoa 2. Guru mengabsen siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memotivasi siswa 5. Guru memberikan ice breaking untuk melatih konsentrasi siswa sebelum proses pembelajaran dimulai 	Siswa memperhatikan, menyimak dan mendengarkan materi yang telah disebutkan oleh guru	G-S	Siswa mampu menyebutkan kosa kata yang berkaitan dengan materi pembelajaran .	Mendorong siswa untuk belajar menghafal sekaligus melatih daya ingat
2	50 menit	ACTIVITY 2 <ol style="list-style-type: none"> 1. Guru menjelaskan materi parts of speech about noun, 	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat		Siswa dapat memahami makna kosa kata tentang parts of speech serta	Mendorong dan melatih siswa untuk menghafal kosa kata tentang parts

		<p>verb, adjective, adverb, preposition, conjunction, determiner, and interjection Kemudian memberikan contohnya .</p> <p>2. Guru menjelaskan tentang penggunaan noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection di depan kelas dengan menyertakan vocabulary tentang parts of speech</p> <p>3. Guru memberikan kesempatan kepada siswa untuk memahami dengan temannya.</p> <p>4. Guru menjelaskan aturan permainan Rustan Finger Game.</p> <p>5. Setelah siswa mengerti, siswa</p>	<p>mengetahui penggunaan preposition dan conjunction beserta contohnya</p>	S-S	<p>siswa dapat mengetahui penggunaan preposition dan conjunction beserta contohnya</p>	<p>of speech serta mengetahui penggunaan preposition dan conjunction beserta contohnya</p>
--	--	---	--	-----	--	--

		bermain Rustan Finger Game untuk melatih daya ingat kosa kata yang telah di pelajari				
3	20 menit	ACTIVITY 3 <ol style="list-style-type: none"> 1. Guru meminta siswa untuk mengerjakan task yang telah disiapkan 2. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran 3. Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya 4. Guru menutup pelajaran 	Siswa mengerjakan task yang diberikan oleh guru	G-S	Siswa dapat mengembangkan kosa kata sendiri dan mampu memperluas kosa kata yang telah mereka miliki	Mendorong siswa untuk terus menghafal dan senang mengikuti proses pembelajaran pada vocabulary

LESSON PLAN

School : SMPN 8 Palopo
 Subject : English
 Grade : VIII
 Theme : Vocabulary
 Time Allocation : 2 x 40 minutes

1 No	2 Alokasi Waktu	3 Aktivitas Guru	4 Aktivitas Siswa	5 Interaksi	6 Indikator Yang Dicapai	7 Tujuan
1	10 Menit	ACTIVITY 1 1. Salam dan berdoa 2. Guru mengabsen siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memotivasi siswa 5. Guru memberikan ice breaking untuk melatih konsentrasi siswa sebelum proses pembelajaran dimulai	Siswa memperhatikan, menyimak dan mendengarkan materi yang telah disebutkan oleh guru	G-S	Siswa mampu menyebutkan kosa kata yang berkaitan dengan materi pembelajaran	Mendorong siswa untuk belajar menghafal sekaligus melatih daya ingat
2	50 menit	ACTIVITY 2 1. Guru menjelaskan materi parts of speech about noun, verb,	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat	S-S	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat	Mendorong dan melatih siswa untuk menghafal kosa kata tentang parts of

		<p>adjective, adverb, preposition, conjunction, determiner, and interjection Kemudian memberikan contohnya .</p> <p>2. Guru menjelaskan tentang penggunaan noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection di depan kelas dengan menyertakan vocabulary tentang parts of speech</p> <p>3. Guru memberikan kesempatan kepada siswa untuk memahami dengan temannya.</p> <p>4. Guru menjelaskan aturan permainan Rustan Finger Game.</p> <p>5. Setelah siswa mengerti, siswa bermain</p>	<p>mengetahui penggunaan determiner beserta contohnya</p>		<p>mengetahui penggunaan determiner beserta contohnya</p>	<p>speech serta siswa dapat mengetahui penggunaan determiner beserta contohnya</p>
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		Rustan Finger Game untuk melatih daya ingat kosa kata yang telah di pelajari				
3	20 menit	ACTIVITY 3 6. Guru meminta siswa untuk mengerjakan task yang telah disiapkan 7. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran 8. Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya 9. Guru menutup pelajaran	Siswa mengerjakan task yang diberikan oleh guru	G-S	Siswa dapat mengembangkan kosa kata sendiri dan mampu memperluas kosa kata yang telah mereka miliki	Mendorong siswa untuk terus menghafal dan senang mengikuti proses pembelajaran pada vocabulary

LESSON PLAN

School : SMPN 8 Palopo
 Subject : English
 Grade : VIII
 Theme : Vocabulary
 Time Allocation : 2 x 40 minutes

1 No	2 Alokasi Waktu	3 Aktivitas Guru	4 Aktivitas Siswa	5 Interaksi	6 Indikator Yang Dicapai	7 Tujuan
1	10 Menit	ACTIVITY 1 1. Salam dan berdoa 2. Guru mengabsen siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memotivasi siswa 5. Guru memberikan ice breaking untuk melatih konsentrasi siswa sebelum proses pembelajaran dimulai	Siswa memperhatikan, menyimak dan mendengarkan materi yang telah disebutkan oleh guru	G-S	Siswa mampu menyebutkan kosa kata yang berkaitan dengan materi pembelajaran	Mendorong siswa untuk belajar menghafal sekaligus melatih daya ingat
2	50 menit	ACTIVITY 2 1. Guru menjelaskan materi parts of speech about noun, verb,	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat	S-S	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat	Mendorong dan melatih siswa untuk menghafal kosa kata tentang parts of speech

		<p>adjective, adverb, preposition, conjunction, determiner, and interjection Kemudian memberikan contohnya .</p> <p>2. Guru menjelaskan tentang penggunaan noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection di depan kelas dengan menyertakan vocabulary tentang parts of speech</p> <p>3. Guru memberikan kesempatan kepada siswa untuk memahami dengan temannya.</p> <p>4. Guru menjelaskan aturan permainan Rustan Finger Game.</p> <p>5. Setelah siswa mengerti, siswa bermain</p>	<p>mengetahui penggunaan interjection beserta contohnya</p>		<p>mengetahui penggunaan interjection beserta contohnya</p>	<p>serta mengetahui penggunaan interjection beserta contohnya</p>
--	--	---	---	--	---	---

		Rustan Finger Game untuk melatih daya ingat kosa kata yang telah di pelajari				
3	20 menit	ACTIVITY 3 <ol style="list-style-type: none"> 1. Guru meminta siswa untuk mengerjakan task yang telah disiapkan 2. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran 3. Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya 4. Guru menutup pelajaran 	Siswa mengerjakan task yang diberikan oleh guru	G-S	Siswa dapat mengembangkan kosa kata sendiri dan mampu memperluas kosa kata yang telah mereka miliki	Mendorong siswa untuk terus menghafal dan senang mengikuti proses pembelajaran pada vocabulary

LESSON PLAN

School : SMPN 8 Palopo
 Subject : English
 Grade : VIII
 Theme : Vocabulary
 Time Allocation : 2 x 40 minutes

1 No	2 Alokasi Waktu	3 Aktivitas Guru	4 Aktivitas Siswa	5 Interaksi	6 Indikator Yang Dicapai	7 Tujuan
1	10 Menit	ACTIVITY 1 <ol style="list-style-type: none"> 1. Salam dan berdoa 2. Guru mengabsen siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru memotivasi siswa 5. Guru memberikan ice breaking untuk melatih konsentrasi siswa sebelum proses pembelajaran dimulai 	Siswa memperhatikan, menyimak dan mendengarkan materi yang telah disebutkan oleh guru	G-S	Siswa mampu menyebutkan kosa kata yang berkaitan dengan materi pembelajaran	Mendorong siswa untuk belajar menghafal sekaligus melatih daya ingat
2	50 menit	ACTIVITY 2 <ol style="list-style-type: none"> 1. Guru menjelaskan materi parts of speech about noun, verb, 	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat	S-S	Siswa dapat memahami makna kosa kata tentang parts of speech serta siswa dapat	Mendorong dan melatih siswa untuk menghafal kosa kata tentang parts of speech

		<p>adjective, adverb, preposition, conjunction, determiner, and interjection Kemudian memberikan contohnya .</p> <p>2. Guru menjelaskan tentang penggunaan noun, verb, adjective, adverb, preposition, conjunction, determiner, and interjection di depan kelas dengan menyertakan vocabulary tentang parts of speech</p> <p>3. Guru memberikan kesempatan kepada siswa untuk memahami dengan temannya.</p> <p>4. Guru menjelaskan aturan permainan Rustan Finger Game.</p> <p>5. Setelah siswa mengerti, siswa bermain</p>	<p>mengetahui penggunaan parts of speech beserta contohnya</p>		<p>mengetahui penggunaan parts of speech beserta contohnya</p>	<p>serta mengetahui penggunaan parts of speech beserta contohnya</p>
--	--	---	--	--	--	--

		Rustan Finger Game untuk melatih daya ingat kosa kata yang telah di pelajari				
3	20 menit	ACTIVITY 3 <ol style="list-style-type: none"> 1. Guru meminta siswa untuk mengerjakan task yang telah disiapkan 2. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran 3. Guru menyampaikan materi pelajaran untuk pertemuan selanjutnya 4. Guru menutup pelajaran 	Siswa mengerjakan task yang diberikan oleh guru	G-S	Siswa dapat mengembangkan kosa kata sendiri dan mampu memperluas kosa kata yang telah mereka miliki	Mendorong siswa untuk terus menghafal dan senang mengikuti proses pembelajaran pada vocabulary

DOCUMENTATION

Pretest



Teaching



Treatment



Posttest



Appendix Table

Table 1. The Score of Students' Vocabulary in Pre-test

Respondent	Correct answer	Score
R1	10	50
R2	9	45
R3	7	35
R4	11	55
R5	12	60
R6	8	40
R7	9	45
R8	11	55
R9	9	45
R10	9	45
R11	8	40
R12	9	45
R13	10	50
R14	13	65
R15	9	45
R16	10	50
R17	13	65
R18	15	75
R19	12	60
R20	6	30

R21	9	45
R22	10	50
R23	9	45
R24	10	50
R25	9	45

Table 2. The Mean Score of Students' Pretest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_EXP	25	30.00	75.00	49.4000	9.92891
Valid N (listwise)	25				

Table 3. The Rate Percentage of Students' in Pretest

NO.	Classification	Score	Pretest	
			F	P
1	Excellent	90-100	0	0%
2	Good	80-89	0	0%
3	Adequate	70-79	1	4%
4	Inadequate/unsatisfactory	60-69	2	8%
5	Failing/unacceptable	Below 60	22	88%

Total	25	100%
-------	----	------

Table 4. The Score of Students' Vocabulary in Post-test

Respondent	Correct answer	Score
R1	17	85
R2	14	70
R3	12	60
R4	17	85
R5	17	85
R6	9	45
R7	12	60
R8	17	85
R9	11	55
R10	12	60
R11	14	70
R12	12	60
R13	14	70
R14	19	95
R15	13	65
R16	14	70
R17	19	95
R18	19	95
R19	17	85

R20	15	75
R21	16	80
R22	20	100
R23	12	60
R24	12	60
R25	15	75

Table 5. The Mean Score of Students' in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST_EXP	25	45.00	100.00	73.8000	14.66856
Valid N (listwise)	25				

Table 6. The Rate Percentage of Students' in Post-test

NO.	Classification	Score	Posttest	
			F	P
1	Excellent	90-100	4	16%
2	Good	80-89	6	24%
3	Adequate	70-79	6	24%
4	Inadequate/unsatisfactory	60-69	1	4%
5	Failing/unacceptable	Below 60	8	32%
Total			25	100%

Table 7. The Mean Score and Standard Deviation of Students' Pretest and Posttest**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST_EXP	25	30.00	75.00	49.4000	9.92891
POSTTEST_EXP	25	45.00	100.00	73.8000	14.66856
Valid N (listwise)	25				

Table 8. The Paired Samples Test of Pre-test and Post-test**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST POSTTEST	-24.4000	10.63798	2.12760	-28.79114	-20.00886	-11.468	24	.000

for au wks.

PRETEST.

Name : Muhammad Zuhair

Class : VIII.8

A. Direction : Choose the correct answer from the option a, b, c, or , d number 1 - 10

1. Which is the following options include into noun group ?
 - ☒ a. Go, speak, play, like
 - ☐ b. Slowly, very, always, never
 - ☒ c. Saturday, table, latuppa, rabbit
 - ☐ d. At, on, in, from
2. Which is the following options include into verb group ?
 - ☒ a. Smile, away, run, carry
 - ☐ b. Saturday, table, latuppa, rabbit
 - ☐ c. Big, happy, crazy, young
 - ☐ d. And, but, because, so
3. Which is the following options include into adjective group ?
 - ☒ a. At, on, in, from
 - ☐ b. And, but, because, so
 - ☐ c. Wow!, Great!, Ouch!, Help!
 - ☒ d. Beautiful, happy, fun, big
4. Which is the following options include into adverb group ?
 - ☒ a. Very, never, well, too
 - ☐ b. Smile, away, run, carry
 - ☒ c. Saturday. Table, latuppa, rabbit
 - ☐ d. Big, happy, crazy, young
- ☒ 5. Which is the following options include into preposition group ?

- a. Wow!, oh!, Help!, Great!
- b. From, near, under, with
- c. Smile, away, run, carry
- d. With, never, under, from
6. Which is the following options include into conjunction group ?
- ☒ a. The, an, my, much
- b. Teacher, table, dog, pen
- ☒ c. And, but, because, since
- d. Big, happy, fun, crazy
7. Which is the following options include into determiner group ?
- ☒ a. Ouch!, Wow!, Help!, Great!
- ☒ b. My, the, an, your
- c. Go, speak, run, eat
- d. Big, happy, crazy, fun
8. Which is the following options include into interjection group ?
- ☒ a. Wow!, help!, oh!, hi!
- b. Slowly, very, always, never
- c. And, but, because, so
- d. My, a, the, many
9. Which is the following options include into preposition group ?
- ☒ a. Under, between, in, into
- b. Ouch!, Wow!, Oh!, Hey!
- c. And, but, because so
- d. Table, dog, teacher, pen

10. Which of the following options include into conjunction group?

- ✓ a. Run, go, speak, play
 b. And, but, because, so
 c. Big, happy, fun, crazy
 d. An, much, your, his

B. In the following sentence, number the parts of speech notation based on the sequence

1-8.

1 She was angry at me yesterday	Explanation
(1) () (2) () (3) (4)	1 : Noun
2 He saw some beautiful picture	2 : Verb
(5) () () () () ()	3 : Adjective
3 Wow! I passed my English test	4 : Adverb
(6) (7) (8) (9) () ()	5 : Preposition
4 Sinar and Riri are beautiful girls	6 : Conjunction
() (10) () () () ()	7 : Determiner
5 Her smile is very misterius	8 : Interjection
(11) (12) (13) () (14)	
6 You and me are friends	
(15) (16) (17) (18) (19)	
7 My family and I want to go to London from Indonesia by plane	
(20) () () (21) () () () () () () () () ()	
8 The color of the butterfly is very beautiful	
(22) () (23) (24) () () (25) () ()	

9. The students study in the school from Monday to Saturday

(7) (9) (....) (2) (6) (....) (....) (9) (6) (9)

10. Oh! I'm sorry to hear that

(.9) (.7) (....) (6) (....) (....)

$$\frac{8}{20} \times 100 = 40\%$$

PRETEST.

Name : Nurul Hikmahatun RospikaClass : VIII.1

A. Direction : Choose the correct answer from the option a, b, c, or , d number 1 - 10

1. Which is the following options include into noun group ?

- ☒ a. Go, speak, play, like
- ☐ b. Slowly, very, always, never
- ☒ c. Saturday, table, latuppa, rabbit
- ☐ d. At, on, in, from

2. Which is the following options include into verb group ?

- ☒ a. Smile, away, run, carry
- ☐ b. Saturday, table, latuppa, rabbit
- ☐ c. Big, happy, crazy, young
- ☐ d. And, but, because, so

3. Which is the following options include into adjective group ?

- ☒ a. At, on, in, from
- ☐ b. And, but, because, so
- ☐ c. Wow!, Great!, Ouch!, Help!
- ☒ d. Beautiful, happy, fun, big

4. Which is the following options include into adverb group ?

- ☒ a. Very, never, well, too
- ☐ b. Smile, away, run, carry
- ☐ c. Saturday. Table, latuppa, rabbit
- ☐ d. Big, happy, crazy, young

5. Which is the following options include into preposition group ?

☒ Wow!, oh!, Help!, Great!

☒ From, near, under, with

c. Smile, away, run, carry

d. With, never, under, from

✓ 6. Which is the following options include into conjunction group ?

a. The, an, my, much

b. Teacher, table, dog, pen

☒ And, but, because, since

d. Big, happy, fun, crazy

✓ 7. Which is the following options include into determiner group ?

a. Ouch!, Wow!, Help!, Great!

☒ My, the, an, your

c. Go, speak, run, eat

d. Big, happy, crazy, fun

✓ 8. Which is the following options include into interjection group ?

☒ Wow!, help!, oh!, hi!

b. Slowly, very, always, never

c. And, but, because, so

d. My, a, the, many

✓ 9. Which is the following options include into preposition group ?

☒ Under, between, in, into

b. Ouch!, Wow!, Oh!, Hey!

c. And, but, because so

d. Table, dog, teacher, pen

10. Which of the following options include into conjunction group?

- a. Run, go, speak, play
- ☒ b. And, but, because, so
- c. Big, happy, fun, crazy
- d. An, much, your, his

B. In the following sentence, number the parts of speech notation based on the sequence 1-8.

1. She was angry at me yesterday
(1) (6) (3) (5) (1) (4)

2. He saw some beautiful picture
(1) (2) (4) (3) (1)

3. Wow! I passed my English test
(8) (1) (2) (7) (1) (1)

4. Sinar and Riri are beautiful girls
(1) (6) (1) (6) (3) (1)

5. Her smile is very misterius
(7) (3) (6) (4) (3)

6. You and me are friends
(1) (6) (1) (6) (1)

7. My family and I want to go to London from Indonesia by plane
(7) (1) (6) (1) (2) (5) (2) (5) (1) (5) (1) (1)

8. The color of the butterfly is very beautiful
(6) (1) (6) (6) (1) (6) (4) (3)

Explanation :

1 : Noun

2 : Verb

3 : Adjective

4 : Adverb

5 : Preposition

6 : Conjunction

7 : Determiner

8 : Interjection

9. The students study in the school from Monday to Saturday
 (6) (1) (2) (5) (6) (1) (5) (4) (5) (4)

10. Oh! I'm sorry to hear that
 (3) (1) (2) (5) (2) (4)

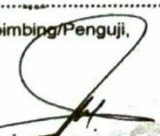
$$\frac{10}{20} \times 100 = 50\%$$

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurhul Amalia Baharuddin
 NIM : 14.16.3.0097
 Jurusan/Program Studi : Ilmu Keguruan / Tadris Bahasa Inggris
 Hari/Tanggal : K Rabu 10 Oktober 2018
 Judul Skripsi : Vocabulary Mastery By Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo

1. ~~Problem Statement~~ 1. appropriate sentence / interrogative sentence?
2. Framing the concepts / state clearly
3. ~~Research procedure~~ → The concept of the game is procedure
 → put the specific reason why you chose RFG
4. ~~Review your population~~ 1. sample
5. Add References about RFG and their supporting theory
 Good explanation ↓
 (Membahas sedikit topik yang ada lah)
6. ~~Explain~~ lebih banyak RFG didukung dengan ~~expert~~
 + Use body language
~~Conceptual~~
7. Tell your ~~for~~ all your findings in result of research.
8. Change the Method of the research
 (Simple pre test - post test design)
 → Single Time pre test - post test design
9. ~~Explain~~ konsep di persentasi

Pembimbing/Penguji,


 Dewi Furwana, M.Pd
 NIP. 19870803 2003 2 066

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurhul Amalia Baharuddin
 NIM : 14.16.3.0097
 Jurusan/Program Studi : Ilmu Kegur / Tadris Bahasa Inggris
 Hari/Tanggal : K Rabu / 04 Oktober 2018
 Judul Skripsi : Vocabulary Mastery By Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo

1. You need more theories about Games.
2. Make sure explain the concept of RFG.
3. Balancing of the control & treatment.
4. Change the model of experimental method for control group & treatment group to time based experiment.

Pembimbing/Penguji,

Prof. Dr. Rudi S. M. H.
 NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurhul Amalia Baharuddin
 NIM : 14.16.3.0097
 Jurusan/Program Studi : Ilmu Kegur / Tadris Bahasa Inggris
 Hari/Tanggal : K Rabu / 04 Oktober 2018
 Judul Skripsi : Vocabulary Mastery By Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo

1. problem Statement (gunakan punctuation yg benar).
2. Culup 1 cal class experiment.
3. conceptual framework dubes
- 4.

Pembimbing/Penguji,

NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Nurhul Amalia Baharuddin
 NIM : 14.16.3.0097
 Jurusan/Program Studi : Ilmu Keg/ Tadris Bahasa Inggris
 Hari/Tanggal Ujian : Jumat / 26 Oktober 2018
 Judul Skripsi : Vocabulary Mastery By Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo

- Research Statement*
1. Revise your problem statement (statement) delete (1)
 2. Sampling (single pre-test post test design)
 3. Revise page 22
 4. Findings (klu disampe sentence bisa mengaktifkan siswa v/ smp)
 5. Membuat klasifikasi yg jelas /
 6. Balance ideal yg diharapkan v/ smp apa (kepercayaan level)
 7. Revise the pre test
 8. Bibliograph (the way you put the result of interview)
 9. You need more practice in English

Pembimbing/Penguji,

Dewi Furwana, Mpd.
 NIP 19770831 201503 2 006

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Nurhul Amalia Baharuddin
 NIM : 14.16.3.0097
 Jurusan/Program Studi : Ilmu Keguru/ Tadris Bahasa Inggris
 Hari/Tanggal Ujian : Jumat / 26 Oktober 2018
 Judul Skripsi : Vocabulary Mastery By Using Rustan Finger Game at the Eighth Grade Students of SMPN 8 Palopo

1. Make sure all words should be include into the 8 categories. Included "away" for adverb.
2. Revise the theory about the sequence of the parts of speech.
3. Still need proofreading.
- 4.

Pembimbing/Penguji,

Rustan S.
 Dr. Rustan S.
 NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Nurhul Amalia Baharuddin
NIM : 14.16.3.0097
Jurusan/Program Studi : Ilmu Keguru / Tadris Bahasa Inggris
Hari/Tanggal Ujian : Jumat / 26 Oktober 2018
Judul Skripsi : Vocabulary Mastery By Using Rustan Finger Game at the
Eighth Grade Students of SMPN 8 Palopo

Pentukan kegunaan finger game dan kelas
sua.

Pembimbing/Penguji,

NIP.



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Kantor : Jl. Jend. Sudirman No. 4, Kota Palopo, Sulawesi Selatan, Indonesia. Telp. (0411) 399001



IZIN PENELITIAN
 NOMOR : 101/AT/1/PMPTSP/11/2018

DASAR HUKUM

- Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan dan Peningkatan IPTEK
- Peraturan Menteri Nomor 54 Tahun 2013 tentang Rencana Pendidikan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 1 tahun 2014
- Peraturan Walikota Palopo Nomor 21 Tahun 2016 tentang Pendukung Pengembangan dan Peningkatan IPTEK
- Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendukung Pengembangan dan Peningkatan IPTEK

MEMBERIKAN IZIN KEPADA

Nama : NURHIL AMALIAH BAHARUDDIN
 Jenis Kelamin : Perempuan
 Alamat : Jl. Agate Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 141601010

Maksud dan Tujuan mengadakan penelitian : Untuk penelitian skripsi dengan judul

VOCABULARY MASTERY BY USING KUSTAN FINGER GAME AT THE EIGHT GRADE STUDENTS OF SMPN 8

Lokasi Penelitian : SMPN 8 PALOPO

Lamanya Penelitian : 30 Juli 2018

DENGAN KEWAJIBAN SEBAGAI BERIKUT :

- Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
- Menaati semua peraturan perundang-undangan yang berlaku dan menghormati Adat Istiadat setempat
- Penelitian tidak menyimpang dari maksud dan tujuan penelitian
- Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
- Surat Izin Penelitian ini dinyatakan tidak berlaku bila penelitian ternyata tidak sesuai ketentuan ketentuan tersebut di atas

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya



Ditertibkan di Kota Palopo
 Pada tanggal 30 Juli 2018
 Kepala Dinas Penanaman Modal dan PTSP

MARID KASIM, S. SH, M.Si
 Pangkat Pembina Tk. I
 NIP. 19830309 200312 1 004

Tembusan

- Ke Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
- Ke Dinas Pendidikan Kota Palopo
- Ke Dinas Kebudayaan Kota Palopo
- Ke Dinas Kesehatan Kota Palopo
- Ke Dinas Sosial Kota Palopo
- Ke Dinas Lingkungan Hidup Kota Palopo
- Ke Dinas Perencanaan Kota Palopo